

**SIG Form 1–Application Cover Sheet****School Improvement Grant (SIG)  
Application for Funding****APPLICATION RECEIPT DEADLINE  
July 2, 2010, 4 p.m.**

Submit to:  
California Department of Education  
District and School Improvement Division  
Regional Coordination and Support Office  
1430 N Street, Suite 6208  
Sacramento, CA 95814

**NOTE:** Please print or type all information.

|  |                                   |  |
|--|-----------------------------------|--|
| <b>County Name:</b><br>Los Angeles County  |                                   | <b>County/District Code:</b><br>1964857  |
| <b>Local Educational Agency (LEA) Name</b><br>Palmdale School District   |                                   | <b>LEA NCES Number:</b><br>21  |
| <b>LEA Address</b><br>39139 10 <sup>th</sup> Street East   |                                   | <b>Total Grant Amount Requested</b><br>\$11,339,793                                |
| <b>City</b><br>Palmdale  | <b>Zip Code</b><br>93550          |  |
| <b>Name of Primary Grant Coordinator</b><br>Judy Hall  |                                   | <b>Grant Coordinator Title</b><br>Assistant Superintendent of Educational Services |
| <b>Telephone Number</b><br>661-266-7233  | <b>Fax Number</b><br>661-537-6162 | <b>E-mail Address</b><br>jmhall@palmdalesd.org                                     |
| <b>CERTIFICATION/ASSURANCE SECTION:</b> As the duly authorized representative of the applicant, I have read all assurances, certifications, terms, and conditions associated with the federal SIG program; and I agree to comply with all requirements as a condition of funding.<br>I certify that all applicable state and federal rules and regulations will be observed and that to the best of my knowledge, the information contained in this application is correct and complete. |                                   |  |
| <b>Printed Name of Superintendent or Designee</b><br>Roger Gallizzi, Superintendent  |                                   | <b>Telephone Number</b><br>661-266-7222  |
| <b>Superintendent or Designee Signature</b>  |                                   | <b>Date</b>  |

**SIG Form 4a–LEA Projected Budget****LEA Projected Budget**

Fiscal Year 2010–11

|  |                                |
|--|--------------------------------|
| Name of LEA: <b>Palmdale School District</b>                             |                                |
| County/District (CD) Code: 1964857                                       |                                |
| County: Los Angeles  |                                |
| LEA Contact: Judy Hall   | Telephone Number: 661-266-7233 |
| E-Mail: <a href="mailto:jmhall@palmdalesd.org">jmhall@palmdalesd.org</a> | Fax Number: 661-537-6162       |
|  |                                |
| SACS Resource Code: 3180<br>Revenue Object: 8920                         |                                |

| Object Code                  | Description of Line Item                  | SIG Funds Budgeted |                   |                  |
|------------------------------|---|--------------------|-------------------|------------------|
|                              |   | FY 2010–11         | FY 2011–12        | FY 2012–13       |
| 1000–<br>1999                | Certificated Personnel Salaries           | <b>\$ 9,716</b>    | <b>\$10,193</b>   | <b>\$10,685</b>  |
| 2000–<br>2999                | Classified Personnel Salaries             | <b>\$ 3,352</b>    | <b>\$ 3,503</b>   | <b>\$ 3,666</b>  |
| 3000–<br>3999                | Employee Benefits                         | <b>\$ 2,505</b>    | <b>\$ 2,726</b>   | <b>\$ 2,980</b>  |
| 4000–<br>4999                | Books and Supplies                        |                    |                   |                  |
| 5000–<br>5999                | Services and Other Operating Expenditures | \$ 12,000          | \$ 12,000         | \$ 12,000        |
| 6000–<br>6999                | Capital Outlay                            |                    |                   |                  |
| 7310 &<br>7350               | Transfers of Indirect Costs               | <b>\$233,754</b>   | <b>\$ 230,401</b> | <b>\$234,241</b> |
| 7370 &<br>7380               | Transfers of Direct Support Costs         |                    |                   |                  |
| <b>Total Amount Budgeted</b> |   | <b>\$261,327</b>   | <b>\$258,823</b>  | <b>\$263,572</b> |

**SIG Form 4b–School Projected Budget****School Projected Budget**

Fiscal Year 2010–11

|  |                                |
|--|--------------------------------|
| Name of School: <b>Tumbleweed Elementary School</b>                      |                                |
| County/District/School (CDS) Code: 19648576021190                        |                                |
| LEA: Palmdale School District  |                                |
| LEA Contact: Judy Hall   | Telephone Number: 661-266-7233 |
| E-Mail: <a href="mailto:jmhall@palmdalesd.org">jmhall@palmdalesd.org</a> | Fax Number: 661-537-6162       |
|  |                                |
| SACS Resource Code: 3180<br>Revenue Object: 8920                         |                                |

| Object Code                             | Description of Line Item                  | SIG Funds Budgeted |                    |                    |
|---|---|--------------------|--------------------|--------------------|
|   |   | FY 2010–11         | FY 2011–12         | FY 2012–13         |
| 1000–<br>1999                           | Certificated Personnel Salaries           | <b>\$1,239,178</b> | <b>\$1,249,268</b> | <b>\$1,304,943</b> |
| 2000–<br>2999                           | Classified Personnel Salaries             | <b>\$62,331</b>    | <b>\$37,507</b>    | <b>\$38,625</b>    |
| 3000–<br>3999                           | Employee Benefits                         | <b>\$204,323</b>   | <b>\$204,076</b>   | <b>\$223,891</b>   |
| 4000–<br>4999                           | Books and Supplies                        | \$150,500          | \$10,000           | \$10,000           |
| 5000–<br>5999                           | Services and Other Operating Expenditures | \$143,000          | \$114,125          | \$125,625          |
| 6000–<br>6999                           | Capital Outlay                            |                    |                    |                    |
| 7370 &<br>7380                          | Transfers of Direct Support Costs         |                    |                    |                    |
| <b>Total Amount Budgeted for school</b> |   | <b>\$1,799,332</b> | <b>\$1,614,976</b> | <b>\$1,703,084</b> |

**SIG Form 4b–School Projected Budget****School Projected Budget**

Fiscal Year 2010–11

|  |                                |
|--|--------------------------------|
| Name of School: <b>Cactus Intermediate School</b>                        |                                |
| County/District/School (CDS) Code: 19648576105613                        |                                |
| LEA: Palmdale School District  |                                |
| LEA Contact: Judy Hall   | Telephone Number: 661-266-7233 |
| E-Mail: <a href="mailto:jmhall@palmdalesd.org">jmhall@palmdalesd.org</a> | Fax Number: 661-537-6162       |
|  |                                |
| SACS Resource Code: 3180<br>Revenue Object: 8920                         |                                |

| Object Code                  | Description of Line Item                  | SIG Funds Budgeted |                    |                    |
|------------------------------|---|--------------------|--------------------|--------------------|
|                              |   | FY 2010–11         | FY 2011–12         | FY 2012–13         |
| 1000–<br>1999                | Certificated Personnel Salaries           | <b>\$1,157,153</b> | <b>\$1,259,813</b> | <b>\$1,315,916</b> |
| 2000–<br>2999                | Classified Personnel Salaries             | <b>\$62,331</b>    | <b>\$37,507</b>    | <b>\$38,625</b>    |
| 3000–<br>3999                | Employee Benefits                         | <b>\$192,101</b>   | <b>\$205,695</b>   | <b>\$225,663</b>   |
| 4000–<br>4999                | Books and Supplies                        | <b>\$309,000</b>   | \$247,500          | \$55,000           |
| 5000–<br>5999                | Services and Other Operating Expenditures | \$122,125          | \$107,625          | \$102,625          |
| 6000–<br>6999                | Capital Outlay                            |                    |                    |                    |
| 7370 &<br>7380               | Transfers of Direct Support Costs         |                    |                    |                    |
| <b>Total Amount Budgeted</b> |   | <b>\$1,842,710</b> | <b>\$1,858,140</b> | <b>\$1,737,829</b> |

## SIG Form 5a–LEA Budget Narrative

### LEA Budget Narrative

| Activity Description<br>(See instructions)  | Subtotal<br>(For each activity)   | Object<br>Code |
|---|---|----------------|
| Quarterly meetings for the Turnaround Oversight Committee meetings.<br>District and school staff will meet quarterly with Pivot Learning Partners (DAIT Provider) to monitor the implementation of the instructional reform strategies and to provide guidance and corrective strategies when needed.   | <b>\$36,000 Total</b><br>4 days x 2 Pivot Staff @ \$1500 per day each year<br>\$12,000 Year 1<br>\$12,000 Year 2<br>\$12,000 Year 3 | 5810           |
| Superintendent of Schools will be the Turnaround Officer. The role of the Superintendent of Schools as the Turnaround Officer will be to not only ensure that all elements of the implementation plan are implemented according to the approved plan, but also make sure that any barriers to implementation that arise within any department or office in the district are removed in a timely manner. | \$0   |                |
| Coordination of Compliance<br>5% of a Central Office Coordinator's salary to coordinate, support, and monitor compliance of SIG. Coordinator will spend 2-3 hours per week working directly with Tumbleweed to support their Turnaround model.  | <b>\$35,331 Total</b><br><br>\$11,164 Year 1<br>\$11,757 Year 2<br>\$12,410 Year 3  | 1900           |
| Clerical/Accounting Support<br>5% of a Central Office Accounting Clerk's salary to provide accounting support of SIG. Accounting Clerk will spend 2-3 hours per week directly supporting Tumbleweed with all SIG related accounting tasks.  | <b>\$13,995 Total</b><br><br>\$4,409 Year 1<br>\$4,665 Year 2<br>\$4,921 Year 3   | 2200           |
| <b>Indirect costs</b><br>6.37% Year 1<br>6.58% Year 2<br>6.75% Year 3<br><br>For Tumbleweed: Total <b>\$335,840</b><br><b>\$114,617</b> Year 1<br><b>\$106,265</b> Year 2<br><b>\$114,958</b> Year 3  | <b>\$698,396 Total</b>  | 7300           |

|   |                        |  |
|---|------------------------|--|
| For Cactus: Total \$ <b>356,950</b><br>\$ <b>117,381</b> Year 1<br>\$ <b>122,266</b> Year 2<br>\$ <b>117,303</b> Year 3<br><br>For LEA: Total \$5,606<br>\$1,756 Year 1<br>\$1,870 Year 2<br>\$1,980 Year 3 |                        |  |
| <b>3 Year Total</b>   | <b>\$783,722 total</b> |  |

**SIG Form 5b – Budget Narrative**

| <b>Activity Description</b>   | <b>Subtotal<br/>(For each activity)</b>  | <b>Object<br/>Code</b> |
|---|--|------------------------|
| <b>Human Capital</b>  |  |                        |
| Principal, David Ellms, was reassigned to Cactus in October 2009 as part of the LEA's plan to place a "turnaround leader" at the school. Principal was selected based on having successfully turned around his previous middle school.  | \$0  |                        |
| Superintendent of Schools will be the Turnaround Officer. The role of the Superintendent of Schools as the Turnaround Officer will be to not only ensure that all elements of the implementation plan are implemented according to the approved plan, but also make sure that any barriers to implementation that arise within any department or office in the district are removed in a timely manner. | \$0  |                        |
| Notify existing staff of displacement and provide the opportunity to re-apply to those staff member who meet newly developed competencies appropriate to teaching grades 7 & 8.   | \$0  |                        |
| Principal will conduct Interviews, observe candidates and hire new staff that will be part of an instructional team that will work together to turn around Cactus.  | \$0  |                        |
| Develop Memorandum of Understanding between the district and teacher's union regarding changes in policies and practices affecting the hiring process.  | \$0  |                        |
| Develop Memorandum of Understanding between the district and Classified employee's union regarding changes in policies and practices affecting the hiring process.  | \$0  |                        |
| Hire an additional Learning Support Teacher (LST)/ Special Project Teacher (SPT) in Years 1-3 and provide funding for original LST/SPT in Years 2 and 3, to provide daily standards-based intensive literacy instruction for students with particular emphasis on English Learners and students that are identified as  | \$425,029<br>Includes benefits<br>\$ 80,711 Year 1<br>1 LST/SPT<br>\$168,344 Year 2<br>2 LST/SPT | 1110                   |

Cactus Middle School Form 5b

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| “Far Below Basic” and “Below Basic” during the English Language Arts instructional block. This teacher will receive specialized training and will in turn provide ongoing, job-embedded professional development to Cactus staff.  | \$175,974 Year 3<br>2 LST/SPT<br>Includes benefits  |      |
| A one-time Signing Bonus to recruit teachers to apply to the school has been approved in order to attract and retain talented, innovative and NCLB compliant teachers. This bonus was offered based on a three year commitment.  | \$106,192 Total<br>Includes benefits<br><br>\$2,000 for 47 teachers in Year 1                               | 1170 |
| As an incentive to recruit highly qualified, talented and innovative classified staff, a one-time signing bonus was offered based on a three year commitment.  | \$33,891 Total<br>Year 1 only<br>Includes benefits<br><br>\$1,000 for 30 classified staff                   | 2XX1 |
| 2 counselors, one for each grade level, will be hired to provide ongoing support to students to assure every opportunity for academic success. Students will be provided with the additional time and support for success, e.g. tutorial periods, homework help, mentors, study skills support, and family support and communication.                    | <b>\$425,013</b> Total<br>Includes benefits<br><br>\$ 80,711 Year 1<br>\$168,336 Year 2<br>\$175,966 Year 3 | 1900 |
| Hire one Special Projects Teacher to coordinate the interaction between SIG and other categorical funds and activities to align and ensure all resources are targeted on improving student achievement while meeting compliance regulations. This teacher will also provide PD to staff and instruction to targeted student groups formed based on data. | \$252,870 Total<br>Includes benefits<br><br>\$80,711 Year 1<br>\$84,172 Year 2<br>\$87,987 Year 3           | 1110 |
| Base salary for LSTs/SPTs is determined by a 6 hour day. Additional funding is needed to align with the Cactus extended day (one additional hour per day).   | \$193,506 Total<br>Includes benefits<br>3 FTE<br>\$ 61,146 Year 1<br>\$ 64,392 Year 2<br>\$ 67,968 Year 3   | 1100 |
| Coordination of Compliance<br>5% of Central Office Coordinator’s salary to coordinate, support, and monitor compliance of SIG. Coordinator will spend 2-3 hours per week working   | \$0   | 1900 |

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| directly with Tumbleweed to support their Turnaround model.   |  |      |
| Clerical/Accounting Support<br>5% of Central Office Accounting Clerk's salary to provide accounting support of SIG. Accounting Clerk will spend 2-3 hours per week directly supporting Tumbleweed with all SIG related accounting tasks.  | \$0  | 2200 |
| Consultation and collaboration to construct and create a rigorous, robust, data driven turnaround plan with the DAIT provider PIVOT Learning Partners.  | \$8,000 Year I   | 5830 |
| Quarterly meetings for the Turnaround Oversight Committee meetings.<br>District and school staff will meet quarterly with Pivot Learning Partners (DAIT Provider) to monitor the implementation of the instructional reform strategies and to provide guidance and corrective strategies when needed.   | \$0.00   | 5830 |
| <b>Professional Development</b>   |  |      |
| Provide 7 additional days to increase the certificated teachers' calendar for the purpose of attending professional development and training which has been strategically planned to assist staff to significantly improve achievement for all students. There will be an additional emphasis on Science, Math, and Expository Writing lessons development tied to the on-site Sage Planetarium and the new science theme.  | \$482,245 Total<br>Includes benefits<br><br>\$152,385 Year I<br>\$160,472 Year 2<br>\$169,388 Year 3 | 1160 |
| Partner with Tumbleweed Elementary (Tier I) to provide common Professional Development with Solution Tree to facilitate a two day culture and team building professional development in order to change a toxic culture into one that will promote student achievement. During this PD staff will create a safe and orderly environment by establishing and implementing school-wide behavior management policies and practices, support collaboration and teaming, develop SMART Goals, monitor high expectations/high levels of learning for all, require a results orientation - require evidence of success and | \$6,500<br>Year 1 Activity<br><br>Facilitators,<br>materials and<br>refreshments                     | 5830 |

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| 15 staff members will attend the AVID Implementation institute. AVID is a strategy that will be implemented across the wide spectrum of grade levels. Professional (Advance Commitment) individual determination is also related to the focus of the SIG. The increase in the number of students who are culturally and linguistically diverse. Although AVID is for all students, it focuses on the least served students in the academic middle. The formula is simple - raise expectations of students and, with the AVID support system in place, they will rise. The principal (PLP) will provide content and instructional strategies training for classroom teachers. | \$67,500 Total   | 5830 |
| Across the wide spectrum of grade levels. Professional (Advance Commitment) individual determination is also related to the focus of the SIG. The increase in the number of students who are culturally and linguistically diverse. Although AVID is for all students, it focuses on the least served students in the academic middle. The formula is simple - raise expectations of students and, with the AVID support system in place, they will rise. The principal (PLP) will provide content and instructional strategies training for classroom teachers.   | <del>\$28,500 Total</del><br>\$22,500 Year 1<br>\$22,500 Year 2<br>\$22,500 Year 3<br>\$19,500 Year 2<br>\$19,500 Year 3 | 5830 |
| With the AVID support system in place, they will rise. The principal (PLP) will provide content and instructional strategies training for classroom teachers.  | \$60,000 Total<br>\$20,000 Year 1  | 5830 |
| From 1st to 5th, Science and Social Studies per week for teachers. During the added planning and collaboration time, teachers will be able to engage in the cycle of inquiry process. There is a deep disconnection between the format of assessments and portfolios. The demographic difference is a parallel to the more complicated needs of other students conditions. In order to build a positive and supportive culture at the school, it is extremely important for the principal to extend the calendar to provide additional days to plan and collaborate with leadership team members to implement the action plan of the SIG.                                    | <del>\$200,000 Total</del><br>\$20,000 Year 1<br>\$20,000 Year 2<br>\$20,000 Year 3                                      | 1110 |
| On the cycle of inquiry process. There is a deep disconnection between the format of assessments and portfolios. The demographic difference is a parallel to the more complicated needs of other students conditions. In order to build a positive and supportive culture at the school, it is extremely important for the principal to extend the calendar to provide additional days to plan and collaborate with leadership team members to implement the action plan of the SIG.   | <del>\$104,000 Total</del><br>\$99,931 Year 1<br>\$99,931 Year 2<br>\$5,000 Year 3<br>\$5,000 Year 2                     | 5830 |
| School is extremely important for the principal to extend the calendar to provide additional days to plan and collaborate with leadership team members to implement the action plan of the SIG.  | \$18,127 Total<br>Includes benefits<br>\$5,728 Year 1  | 1310 |
| Principal coach to assist the principal in implementing the requirements of the turnaround model.  | <del>\$40,825 Total</del><br>\$6,367 Year 2<br>\$6,367 Year 3  | 5830 |
| Student learning dynamics of rapid educational change, principals are often not prepared for the   | \$15,625 Year 1<br>\$15,625 Year 2   |      |
| Extended the calendar to provide additional days to plan and collaborate with leadership team members to implement the action plan of the SIG.   | <del>\$15,625 Total</del><br>Includes benefits<br>\$576,409 Year 1<br>\$606,997 Year 2<br>\$640,723 Year 3               | 1110 |
| Principal coach to assist the principal in implementing the requirements of the turnaround model.  | \$102,066 Total<br>Includes benefits<br>\$32,586 Year 1<br>\$37,262 Year 2<br>\$30,566 Year 3                            | 1160 |

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| and the mathematics. Our data indicate that many of the students in this subgroup are currently not successful during the Core Instruction and require additional time and support outside the school year to further their understanding and help them be more prepared for the next grade level challenges in math.   |   |      |
| Provide an authentic context of the science learned at grades 7 and 8 to enhance student learning through a unique experience in the Palmdale School District's full dome digital theater, the SAGE Planetarium, which is located at the Cactus School Campus. The students will experience a mixture of live and pre-recorded material based on the CA Science Standards and Framework Curriculum and the Palmdale School District's Pacing Guides which will pique student interest in subject. Various learning strategies will be used such as activation of prior knowledge, motivational context of the subject material, a facilitation of student engagement, visual connections to scientific vocabulary and terms, historical context through visual representation and live interactions to encourage a deeper investigation of key concepts. There will be at least 10 (4 for grade 7 and 6 for grade 8) interactive media presentations as well as other perpetual licensed material (cost varies \$700 - \$3000 per license) that will provide a visual perspective of the science studied at these grade levels. | \$65,000 Total<br>\$35,000 Year 1<br>\$15,000 Year 2<br>\$15,000 Year 3 | 4410 |
| Create and use materials for bi-weekly hands on activities that follow the CA Science Standards and Framework Curriculum and the Palmdale School District's Pacing Guides. The activities are based on existing materials that have already been developed within the Palmdale School District and will supplement these lessons that have an emphasis on teaching. In addition, teachers will work with institute and university professors, the director of the Palmdale School District's SAGE Planetarium and other Educational Instructors that will insure that the highest level of content instruction is being offered and that links between Science and Math are made. In addition, students will use Expository writing daily in Science Journals based on the El Centro Model, where students experienced the active science   | \$65,000 Total<br>\$40,000 Year 1<br>\$10,000 Year 2<br>\$15,000 Year 3 | 4410 |

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| <ul style="list-style-type: none"> <li>• Science Fair</li> <li>• Testing Strategies</li> <li>• Homework Help Workshops</li> <li>• GATE Parent Meetings</li> <li>• Home Visit Program</li> </ul>   |   |      |
| <p>English Language Classes for parents who are not fluent in English.</p> <p>Effective two-way communication is an important skill to develop and maintain relationships within our parent body and community. Providing such classes will aid parents and staff in establishing positive relationships as well as support parents within the community.</p>   | <p>\$0.00 funded by Title I and EIA/LEP</p>   | 1970 |
| <b>Culture of Care and Respect</b>  |   |      |
| <p>Perfect attendance incentives for staff. Data across the district and specifically for Cactus MS indicates that teacher absenteeism rates are high. The offer of an incentive will help reduce absenteeism and provide more opportunities during the year for students to have their classroom teacher provide the instruction and continuity of the instructional program that gets interrupted and sacrificed for each absence of a teacher.</p> | <p>\$68,034 Total<br/>Includes benefits</p> <p>\$22,594 Year 1<br/>\$22,660 Year 2<br/>\$22,780 Year 3</p>  | 1170 |
| <p>Perfect attendance incentives for Classified staff. The offer of an incentive will help reduce absenteeism and provide continuity of services during the year.</p>   | <p>\$51,026 Total<br/>Includes benefits<br/>\$500 per year for each of 30 classified staff</p> <p>\$16,946 Year 1<br/>\$16,995 Year 2<br/>\$17,085 Year 3</p> | 2XX1 |
| <p>Monetary Incentives for continued education courses</p>  | <p>\$75,000 Total</p> <p>\$25,000 each year</p>   | 5810 |
| <p>We currently have 2.5 hour intervention specialists who work with the students who have trouble being successful in the classroom and redirect their behavior to be successful in the classroom. Increase the .5 position to a full 1.0 position in order to</p>   | <p>\$98,854 Total<br/>Includes benefits<br/>\$31,145 Year 1<br/>\$32,948 Year 2<br/>\$34,761 Year 3</p>   | 22XX |

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| supplement and enhance the current practice and to decrease time students spend outside the classroom for behavior problems, thereby increasing the time they spend actively engaged in instructional activities.  |   |   |      |
| Purchase band instruments, sheet music, supplies, and transportation to enhance the overall music program at Cactus. This will build school pride and enhance a positive school culture, as well as contribute to increasing academic achievement. By adding the additional 60 minutes to the instructional day, more students will have access to an enhanced music program that might not be economically available if band instruments, sheet music and supplies were not provided by the school. |   | \$85,000 Total<br>\$44,000 Year 1<br>\$31,000 Year 2<br>\$10,000 Year 3 | 4410 |
|  |   |   |      |
| Indirect Costs   | Year 1 – 6.37% <b>\$117,381</b><br>Year 2 – 6.58% <b>\$122,266</b><br>Year 3 – 6.75% <b>\$117,303</b><br>Total <b>\$356,950</b> | 0.00  | 7300 |
| Year 1 Total   |   | <b>\$1,842,710</b>  |      |
| Year 2 Total   |   | <b>\$1,858,140</b>  |      |
| Year 3 Total   |   | <b>\$1,737,829</b>  |      |
| Grand Total (does not include indirect costs)  |   | <b>\$5,438,679</b>  |      |

**SIG Form 5b – Budget Narrative**

| Activity Description   | Subtotal<br>(For each activity)   | Object<br>Code |
|--|---|----------------|
| <b>Human Capital</b>   |   |                |
| Hire a highly qualified new principal using selection criteria unique to the needs of each site and ensuring that a “turnaround leader” is in place to successfully implement the Turnaround Model at this school.   | \$0   |                |
| Superintendent of Schools will be the Turnaround Officer. This will be to not only ensure that all elements of the implementation plan are implemented according to the approved plan, but also make sure that any barriers to implementation that arise within any department or office in the district are removed in a timely manner. | \$0   |                |
| Notify existing staff of displacement.<br>Develop Competencies used to evaluate existing staff for potential assignment. Recruit new staff.  | \$0   |                |
| Conduct rigorous interviews which utilize newly developed competencies which include observing candidates teaching their current assignment, and hire and process new certificated and classified staff.   | \$0   |                |
| Develop Memorandum of Understanding between the district and teacher’s union regarding changes in policies and practices affecting the hiring process.   | \$0   |                |
| Develop Memorandum of Understanding between the district and classified employee’s union regarding changes in policies and practices affecting the hiring process.   | \$0   |                |
| As an incentive to recruit highly qualified, talented and innovative teaching staff, a one-time signing bonus was offered based on a three year commitment.  | \$106,192 Total<br>Includes benefits<br>Year 1 only<br><br>\$2,000 for <b>47</b><br>teachers including<br>Special Ed. and<br>FTEs | 1170           |

Tumbleweed Form 5b

|  |   |      |
|--|---|------|
| As an incentive to recruit highly qualified, talented and innovative classified staff, a one-time signing bonus was offered based on a three year commitment.  | \$33,891 Total<br>Includes benefits<br>Year 1 only<br><br>\$1,000 for 30<br>classified staff                                      | 2XX1 |
| Hire an additional Learning Support Teacher (LST) in years 1-3 and fund original LST in years 2 and 3, to provide daily intensive targeted intervention for students who are Far Below Basic in Core subject areas as well as collaborating with teachers in professional learning communities. These teachers will receive specialized training and will provide ongoing job-embedded professional development to Tumbleweed staff. | \$425,029 Total<br>Includes benefits<br><br>\$ 80,711 Year 1<br>1 LST<br>\$168,344 Year 2<br>2 LSTs<br>\$175,974 Year 3<br>2 LSTs | 1110 |
| District funded Learning Support Teacher is only budgeted for a 6 hour day. Additional funding is needed to align with the Tumbleweed extended day.  | \$64,502 Total<br>Includes benefits<br><br>\$20,382 Year 1<br>\$21,464 Year 2<br>\$22,656 Year 3                                  | 1110 |
| Hire one Special Projects Teacher to coordinate the interaction between SIG and other categorical funds and activities to align and ensure all resources are targeted on improving student achievement while meeting compliance regulations. This teacher will also provide PD to staff and instruction to targeted student groups formed based on data.   | \$252,870 Total<br>Includes benefits<br><br>\$80,711 Year 1<br>\$84,172 Year 2<br>\$87,987 Year 3                                 | 1110 |
| Base salary for SPT and additional LST is determined by a 6 hour day. Additional funding is needed to align with the Tumbleweed extended day.  | \$129,004 Total<br>Includes benefits<br>2 FTE<br><br>\$ 40,764 Year 1<br>\$ 42,927 Year 2<br>\$ 45,312 Year 3                     | 1110 |
| Increase time of School Psychologist by 2 days per week to meet the intensive and extensive behavioral and emotional needs of the students in Tier II and Tier III Interventions of Rtl.   | \$125,129 Total<br>Includes benefits<br><br>\$39,540 Year 1<br>\$41,638 Year 2<br>\$43,951 Year 3                                 | 1200 |

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| Coordination of Compliance - 5% of a Central Office Coordinator's salary to coordinate, support, and monitor compliance of SIG.<br>Coordinator will spend 2-3 hours per week working directly with Tumbleweed to support their Turnaround model.   | \$0  | 1900 |
| Clerical/Accounting Support - 5% of a Central Office Accounting Clerk's salary to provide accounting support of SIG. Accounting Clerk will spend 2-3 hours per week directly supporting Tumbleweed with all SIG related accounting tasks.  | \$0  | 2200 |
| Consultation and collaboration to construct and create a rigorous, robust, data driven turnaround plan with the DAIT provider PIVOT Learning Partners  | \$8,000  | 5830 |
| Quarterly meetings for the Turnaround Oversight Committee meetings.<br>District and school staff will meet quarterly with Pivot Learning Partners (DAIT Provider) to monitor the implementation of the instructional reform strategies and to provide guidance and corrective strategies when needed.  | \$0.00   | 5830 |
| <b>Professional Development</b>  |  |      |
| After careful review of current data and trends among General Education students and all subgroups that have historically underperformed at this school, a carefully designed PD plan was developed utilizing both Solution Tree and Pivot Learning Partners as follows:<br><br>Solution Tree will provide 5 days of Culture and Team Building and Foundations of Professional Learning Community in partnership with our "Sister SIG school – Cactus Middle School"<br><br>Professional Development will emphasize: <ul style="list-style-type: none"> <li>❖ Create a safe and orderly environment – school-wide behavior management</li> <li>❖ policies and practices</li> <li>❖ Implement Classroom management coaching</li> <li>❖ Support collaboration and Teaming</li> </ul> | \$26,000 Total<br>Year 1 only -<br>Tumbleweed<br>portion of the<br>shared contract<br>with Solution Tree | 5830 |

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| <ul style="list-style-type: none"> <li>❖ Develop SMART Goals</li> <li>❖ Monitor high expectations / high levels of learning for all</li> <li>❖ Require a results orientation - require evidence of success and celebrate success</li> <li>❖ Reinforce Professional Learning Communities as the vehicle for continuous improvement</li> </ul>  |   |      |
| <p>Pivot Learning Partners to provide 2 days of Houghton Mifflin Medallions Training Professional Development to emphasize:</p> <ul style="list-style-type: none"> <li>❖ Advanced Instructional Strategies</li> <li>❖ Advanced PLC, using student work and assessment to inform instruction</li> <li>❖ Differentiated instruction across the curriculum</li> <li>❖ RtI Model integrated with student needs.</li> </ul>  | <p>\$25,147 Total<br/>Includes benefits</p> <p>Medallion Series—<br/>2 days K/1, 2/3, 4-6</p>             | 1130 |
| <p>Pivot Learning Partners to Provide 6 days of Cultural Proficiency and Equity Workshop. There is a deep disconnect between the cultural of the students and the staff. The demographics are not parallel. This is further complicated by socioeconomic conditions. In order to build a positive and supportive culture at the school it is extremely important for the staff to understand the cultural characteristics of their students, parents and community.</p> | <p>\$24,000 Total<br/>\$4,000 per day</p>   | 5830 |
| <p>Pivot Learning Partners to provide 12 ½ days of Principal Coaching.<br/>PLP coach will meet with grade level PLCs to assist in data meetings to analyze student benchmark results and student work to inform instruction. Coach will also focus on what to look for principal walkthroughs.</p>  | <p>\$31,250 Total</p> <p>Year 2 and Year 3<br/>12.5 days @ \$1250<br/>per day = \$15,625</p>              | 5830 |
| <p>In-district teacher to provide 1 day of Mathlines Training</p>   | <p>\$500.00 (Materials and Professional Development provided by Melanie Montgomery, district teacher)</p> | 4300 |
| <p>Professional Development for content experts and teacher leaders who will provide job embedded differentiated professional development.</p>  | <p>\$30,000 Total<br/>\$10,000 per year</p>   | 5220 |

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| Year 2 – 6 Days of Professional Development in the area of Direct Instruction with emphasis on Language Arts, Math, and English Learners   | \$9,000 Total<br>\$1,500 per day for 6 days  | 5830 |
| Year 2 – 3 days of Professional Development in the area of Thinking Maps and Writing   | \$4,500 Total<br>\$1,500 per day for 3 days  | 5830 |
| Year 3 – Job embedded Professional Development based on the needs of the site determined by data   | \$25,000 projected costs   | 5830 |
| Provide 1.5 hours additional hours per week for teachers. During the added planning and collaboration time, teachers will be able to engage in the “Cycle of Inquiry” process that involves teachers using student data (e.g. formative assessments, portfolios) to inform and differentiate instruction to better meet the needs of their students. | \$300,308 Total<br>Includes benefits<br><br>\$ 94,895 Year 1<br>\$ 99,931 Year 2<br>\$105,483 Year 3 | 1910 |
| 7 days added to teacher calendar for collaboration and professional development. Focus will include data analysis, common lesson planning and co-teaching strategies.  | \$482,245 Total<br>Includes benefits<br><br>\$152,385 Year 1<br>\$160,472 Year 2<br>\$169,388 Year 3 | 1110 |
| Provide 40 sub days at \$120.00 per sub per day, for release time to allow teachers to observe demonstration lessons, reflect and debrief on effective teaching strategies and best practices. Subs will release each teacher 6 days per year.   | \$102,963 Total<br>Includes benefits<br><br>\$ 32,535 Year 1<br>\$ 34,262 Year 2<br>\$ 36,166 Year 3 | 1160 |
| Monetary Incentives for site Principal who will work additional days throughout the school-year in partnership with certificated staff to maintain a collaborative culture and ensure program compliance.  | \$16,803 Total<br>Includes benefits<br><br>\$ 5,310 Year 1<br>\$ 5,591 Year 2<br>\$ 5,902 Year 3     | 1310 |

| <b>Student learning</b>   |   |                                  |
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| In order to effectively meet the needs of all students, including GATE, SWD, EL and Low SES, an additional 60 minutes will be added to the instructional minutes of each day.   | \$1,824,129 Total<br>Includes benefits<br><br>\$ 576,409 Year 1<br>\$ 606,997 Year 2<br>\$ 640,723 Year 3 | 1110                             |
| 3 week extended learning opportunity for students during the summer focusing on ELD, language arts and mathematics. Students will participate in targeted instruction 4 hours per day, 5 days per week.   | \$75,077 Total<br>Includes benefits<br><br>\$23,724 Year 1<br>\$24,983 Year 2<br>\$26,371 Year 3          | 1130                             |
| Technology Support – 21 <sup>st</sup> Century learners benefit from various learning models. Our school will utilize the latest technology to meet the needs of diverse learners in the classroom. The following resources will ensure that all students will have equitable access to the technological tools that will assist in giving diverse learners equal access to the curriculum and increase their level of student engagement that will lead to improved learning. This will also contribute to the change in school culture by making technology an area of instructional focus. In addition to current resources at the site, we would like to supplement with the following: <ul style="list-style-type: none"> <li>• 10 Document Cameras with LCD Projector</li> <li>• 4 color printers/scanners to aid teachers in utilizing data</li> <li>• Purchase of 19 SMART Boards for use in grades 4 through 6 and Resource Specialist Teachers' classrooms.</li> </ul> | Year 1<br><br><br>\$10,000<br><br>\$16,000<br><br>\$114,000   | <br><br><br>4410<br>4410<br>4410 |
| To impact the opportunity gap for students and enhance science achievement, 5 <sup>th</sup> grade students will spend 5 days at a residential outdoor science school program. The Outdoor Science School curriculum is focused on the study of ecosystems and is coordinated with the California State Science Framework and the Science Content Standards. In  | \$ 150,000<br><br>\$ 50,000 Year 1<br>\$ 50,000 Year 2<br>\$ 50,000 Year 3                                | 5825                             |

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| addition to the academic science instruction, the Outdoor Science School experience provides a unique opportunity to learn about human interrelationships.   |   |      |
| <b>Family/ Community Involvement</b>   |   |      |
| <p>An important part of student learning is the “home – school” connection. To encourage this relationship, supplemental funds are needed to purchase incentives, awards, materials and supplies for parents and teachers to increase success for all students. Opportunities for Family/Community involvement will be selected based on the data collected from parent surveys and will include:</p> <ul style="list-style-type: none"> <li>• Project Fatherhood</li> <li>• Latino Literacy Project</li> <li>• Literacy Night</li> <li>• Math Night</li> <li>• Science Fair</li> <li>• Testing Strategies</li> <li>• Homework Help Workshops</li> <li>• GATE Parent Meetings</li> <li>• Home Visit Program</li> </ul> | <p>\$30,000 Total</p> <p>\$10,000 Year 1</p> <p>\$10,000 Year 2</p> <p>\$10,000 Year 3</p>                          | 4350 |
| <p>English Language Classes for parents who are not fluent in English.</p> <p>Effective two-way communication is an important skill to develop and maintain relationships within our parent population and community. Providing such classes will aid parents and staff in establishing positive relationships as well as support parents within the community.</p>  | <p>\$34,017 Total</p> <p>Includes benefits</p> <p>\$11,297 Year 1</p> <p>\$11,330 Year 2</p> <p>\$11,390 Year 3</p> | 1130 |
| <b>Culture of Care and Respect</b>   |   |      |
| <p>Enhance existing WINGS Student Intervention Specialists Program which targets students in need of refocusing behavior to decrease loss of instructional time ongoing during daily school hours.</p> <ul style="list-style-type: none"> <li>• Expand current 3.5 hour WINGS grant position by 2.25 hours daily to 5.75 hours per day.</li> </ul>   | <p>\$37,404 Total</p> <p>\$11,785 Year 1</p> <p>\$12,467 Year 2</p> <p>\$13,153 Year 3</p>                          | 2200 |

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| <ul style="list-style-type: none"> <li>Additional 5.75 hour Student Intervention Specialist</li> </ul>  | \$61,450 Total<br>\$19,360 Year 1<br>\$20,481 Year 2<br>\$21,608 Year 3  | 2200 |
| Perfect attendance incentives for staff. Data across the district indicates that teacher absenteeism rates are high. The offer of an incentive will help reduce absenteeism and provide more opportunities during the year for students to have their classroom teacher provide the instruction and continuity of the instructional program that gets interrupted and sacrificed for each absence of a teacher.   | \$79,940 Total<br>Includes benefits<br>\$500 per year for each of 47 teachers<br><br>\$26,548 Year 1<br>\$26,626 Year 2<br>\$26,767 Year 3         | 1170 |
| Perfect attendance incentives for Classified staff. The offer of an incentive will help reduce absenteeism and provide continuity of services during the year.  | \$51,026 Total<br>Includes benefits<br>\$500 per year for each of 30 classified staff<br><br>\$16,946 Year 1<br>\$16,995 Year 2<br>\$17,085 Year 3 | 2000 |
| Monetary Incentives for continued education in University courses   | \$75,000 Total<br>Includes benefits<br><br>\$25,000 each year  | 5000 |
| 1 additional Assistant Principal to be responsible for promoting a positive culture of care and respect and will monitor the implementation of Positive Behavior Support including entering behavior data into the School-wide Information System (SWIS) to determine areas of behavior concerns. This administrator will also serve as the Parent Involvement Liaison and will be in charge of parent communication, supervision and discipline of students. | \$337,016 Total<br>Includes benefits<br><br>\$107,301 Year 1<br>\$112,172 Year 2<br>\$117,543 Year 3   | 1300 |

Tumbleweed Form 5b

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| Indirect Costs                                | Year 1 – 6.37% \$114,617<br>Year 2 – 6.58% \$106,265<br>Year 3 – 6.75% \$114,958 | \$0.00      | 7300 |
| Year 1 Total Expenses                         |  | \$1,799,332 |      |
| Year 2 Total Expenses                         |  | \$1,614,976 |      |
| Year 3 Total Expenses                         |  | \$1,703,084 |      |
| Grand Total (does not include indirect costs) |  | \$5,117,392 |      |

## SIG Form 9–Schools to Be Served

## Schools to be Served

Indicate which schools the LEA commits to serve, their Tier, and the intervention model the LEA will use in each Tier I and Tier II school. For each school, indicate which waiver(s) will be implemented at each school. **Note:** An LEA that has nine or more Tier I and Tier II schools can only use the transformation model in 50 percent or less of those schools. (Attach as many sheets as necessary.)

[illegible]